

## Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name \_\_\_\_\_ Lydia Caines \_\_\_\_\_

Practicum Site: \_\_\_\_ Elementary School \_\_\_\_ Middle School X High School

K-12 Student Pseudonym \_\_\_\_ Anna Jones \_\_\_\_ Session 3 of ?

Please note:

The K-12 student's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

| <b>Case Conceptualization &amp; School Counseling Services Plan</b><br>Individual counseling is a direct, responsive service that involves one-to-one counseling with a student.<br>(Be sure to address the questions/comments for each component)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Points</b> |
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| <b>Component #1: Case Conceptualization and Appraisal</b> <ul style="list-style-type: none"> <li>Explained to Anna that what she says will stay confidential, except for instances where there may be harm to her, harm to others, or inn the case a court may need records.</li> <li>My supervisor Ms. Fitch has been in contact with the mother, and the mom is on-board for any type of support we can provide.</li> <li>Anna has very volatile emotions that can change very suddenly and has also been involved in bullying incidents. Because of these things, I am concerned for Anna's attendance, as well as achievement (she runs to the counselor when she becomes upset, which is good; however, I would like to reduce these instances so that she can stay in class.</li> <li>I have consulted with my supervisor, who has been in contact with her mother to gain a better picture, and I have consulted with the school mental health practitioner.</li> <li>After talking to my supervisor (Anna also shared this with me), I realized that there is a biological component, as well as a environmental component. My supervisor considered that Anna has very low self-esteem, as well as a deficit in social skills.</li> <li>I am able to provide social-emotional support within the scope of school counseling, by using a CBT &amp; solution-based approach to emotional coping skills and social skills to help her navigate high school successfully.</li> <li>I have not considered outside sources at the moment; however, I do know that she has a trauma-informed counselor through a program that I am aware of.</li> <li>A School Counseling SMART goal that may be applicable is achievement; helping Anna raise her grades by achieving at least an A or B in 5 out of 7 of her classes by the end of the semester. My supervisor did some digging and found out that she is eligible for a 504, so we are getting that into place as well.</li> <li>I will ask what she feels like she needs to focus on, and then integrate her perspective into some of her academic goals. Then I will print out a SMART diagram, and we will fill it out together.</li> </ul> | ____/10       |
| <b>Component #2: Developmental, Ethical, and Multicultural Considerations</b> <ul style="list-style-type: none"> <li>Anna is a Caucasian, bisexual female.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ____/10       |

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| <ul style="list-style-type: none"> <li>• One consideration would be that 55% of LGBTQ youth feel unsafe in their schools because of their sexual/gender identity (Abreu, et al., 2016).</li> <li>• Anna has experienced much instability with her life outside of school, as I know that her custodial guardian has switched before, and there is some argument about it at the moment, I think. Additionally, she was jumped and attacked on the bus earlier this school year and has been the target of bullying comments. Finally, because of something that happened when she was younger, she essentially has a TBI.</li> <li>• Students who have a TBI do not often get additional emotional and behavioral support services, and are overlooked for special education supports (Huebner, et al., 2018).</li> <li>• ASCA Ethical Standard A.1.f applies, in that considering Anna's diagnoses and additional needs should be considered for additional support. Standard A.11.a, A.11.e applied as Anna has been the target for some harassing comments, as well another bullying incident.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |
| <p><b>Component #3: Counseling Theory &amp; Techniques</b></p> <ul style="list-style-type: none"> <li>• One of the presenting concerns is low self-esteem, as pointed out by my supervisor. CBT is useful to address this successfully (Langford, et al., 2021).</li> <li>• Because Anna struggles with low self-esteem, I think that a strengths-based career and academic intervention would be best. One strengths-based interventions used several inventories for students to fill out, which helped students explore their strengths, values, and helped increase their self-confidence (Yuen, et al., 2022).</li> <li>• What <u>specific</u> positive interventions will you use to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness? Support your choice with a <i>peer-reviewed journal</i>. Through using solution-focused brief therapy, I can help Anna identify resiliency factors in her own life; first, by identifying personality characteristics that have helped get where she is today (Bolton, et al., 2017). From there, we will collaboratively look at how these characteristics have helped her and will continue to help her in resilience (Bolton, et al., 2017). Other techniques in solution-focused therapy, such as scaling questions about a particular problem, may help Anna realize that she has more control over a situation than she thinks (Bolton, et al., 2017).</li> <li>• Would group sessions also be appropriate for this student/client? Why or why not?<br/>Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s).</li> </ul> <p>I think that group counseling would be helpful for Anna, as she struggles with understanding and applying social boundaries; group counseling may create a safe space for her to understand and apply these principles. I think that her mom is a great support for her; from what she has told me, it also sounds as though she may have some other family members that would be some great support.</p> | <p>___/15</p> |
| <p><b>Component #4: Individual Appraisal and Outcomes Assessment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>___/10</p> |

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| <ul style="list-style-type: none"> <li>How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language.</li> </ul> <p>I think that measuring achievement in classes as well as measuring a reduction in the frequency of when she ends up in the school counseling office during the week (thus meaning she is able to cope with emotions and social situations by herself or with friends).</p> <ul style="list-style-type: none"> <li>How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)?</li> </ul> <p>What outcome data will you use to measure achievement, attendance, or discipline?</p> <p>I will examine grades and see if she is meeting the goal (which I have outlined but will create definitively with her). We will continue to examine the goal throughout the semester, to see if she is making better grades; additionally, I will track the number of times she comes to the counseling office in distress.</p> |        |
| <p><b>Component #5: Professional/Scholarly Writing</b></p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ___/5  |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ___/50 |

### References

- Abreu, R. L., Black, W. W., Mosley, D. V., & Fedewa, A. L. (2016). LGBTQ Youth Bullying Experiences in schools: The role of school counselors within a system of Oppression. *Journal of Creativity in Mental Health*, 11(3–4), 325–342.  
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- Bolton, K. W., Hall, J. C., Blundo, R., & Lehmann, P. (2017). The Role of Resilience and Resilience Theory in Solution-Focused Practice. *Journal of Systemic Therapies*, 36(3), 1-15. <https://doi.org/10.1521/jsyt.2017.36.3.1>
- Chen, H., Liu, F., Wen, Y., Ling, L., Shi, C., Ling, H., & Gu, X. (2021). Career Exploration of High school Students: status quo, challenges, and coping model. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.672303>
- Huebner, A. R., Cassidy, A., Brown, T. M., Taylor, H. G., Stancin, T., Kirkwood, M. W., & Wade, S. L. (2017). Use of mental health services by adolescents after traumatic brain injury: a secondary analysis of a randomized controlled trial. *Pm&R*, 10(5), 462–471.  
<https://doi.org/10.1016/j.pmrj.2017.10.004>
- Langford, K., McMullen, K., Bridge, L., Rai, L., Smith, P., & Rimes, K. A. (2021). A cognitive behavioural intervention for low self-esteem in young people who have experienced

stigma, prejudice, or discrimination: An uncontrolled acceptability and feasibility study. *British Journal of Medical Psychology*, 95(1), 34–56. <https://doi.org/10.1111/papt.12361>

Yuen, M., Zhang, J., Man, P. K. W., Mak, J. W. Y., Chung, Y. B., Lee, Q. a. Y., Chan, A., So, A., & Chan, R. T. H. (2022). A Strengths-Based Longitudinal Career Intervention for Junior Secondary School Students with Special Educational Needs: a Mixed-method Evaluation. *Applied Research in Quality of Life*, 17(4), 2229–2250. <https://doi.org/10.1007/s11482-021-10028-6>

Intern Name: Lydia Brooks

Internship: COSC 692-A16 (School Counseling)

|                                                                        |                                                                                           |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Submitted: Nov 30, 2023                                                | Supervisor(s): Richard Albright                                                           |
| Course/Term: COSC692 - A16 : School Counseling Practicum ( Fall 2023 ) | Mentor(s): Jaime Fitch                                                                    |
| Assessor: Jaime Fitch (Mentor)                                         | Site: Eastern High School (Louisville, KY), 12400 Old Shelbyville Rd, Louisville KY 40243 |
| Comments:                                                              | Subject(s): School Counseling                                                             |
|                                                                        | Grade(s): 9th, 10th, 11th, 12th                                                           |

Final Preliminary Advanced Internship Assessment (Pre-AIA) Directions

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

**Instructions:** Referring to the rating descriptions below, click on the rating level that best describes the practicum student’s performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the “MET: Proficient” level. For a “Proficient” rating, all criteria connected by “AND” must be met; if one or more of the individual items connected by “AND” are not met, the site supervisor should select a “Not Met” rating of “Developing” or “No Evidence.” Provide a comment below for any rating of “Not Met”. Practicum students who receive “Not Met” ratings on the *final* evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of “Not Met” of some standards at the mid-term portion of the practicum experience.

Final Pre-AIA

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MET: Proficient (2.000 pts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NOT MET: Developing (1.000 pts)                                                                                                                                                                                                                | NOT MET: No Evidence                                                                                                                                                                                                                           | N/A |
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| Foundations<br>1/8 (12%)<br>NASDTEC-MCEE-2015.3.A,<br>NASDTEC-MCEE-2015.4.E,<br>CACREP-SC-2016.5.G.2.n,<br>ISTE-2017.2.a,<br>ISTE-2017.1.b,<br>CACREP-SC-2016.5.G.2.f,<br>CAEP-2016 (rev).A.1.1.d,<br>CAEP-2016 (rev).A.1.1.f,<br>NASDTEC-MCEE-2015.1.A,<br>NASDTEC-MCEE-2015.1.B,<br>NASDTEC-MCEE-2015.3.B,<br>NASDTEC-MCEE-2015.3.C,<br>NASDTEC-MCEE-2015.4.A,<br>NASDTEC-MCEE-2015.4.B,<br>NASDTEC-MCEE-2015.4.C,<br>NASDTEC-MCEE-2015.4.D,<br>NASDTEC-MCEE-2015.5.A,<br>NASDTEC-MCEE-2015.5.C,<br>ASCA-2019.B-PF.2,<br>ASCA-2019.B-PF.3,<br>ASCA-2019.B-PF.8,<br>ASCA-2019.B-PF.9,<br>CACREP-SC-2016.5.G.1.a,<br>CACREP-SC-2016.5.G.2.a,<br>CACREP-SC-2016.5.G.2.m | (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. LOOK-FORS / EXAMPLES: • Practicum student considers ethical and legal implications in decision-making. • Practicum student looks to the ASCA National Model as a guidance document. • Practicum student promotes contemporary “school counselor” title over that of “guidance” counselor. | Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program. | Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program. |     |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lydia is very knowledgeable and demonstrates the ability to apply ASCA National Standards in school counseling. She has developed wonderful relationships with students and makes appropriate decisions when considering support or referrals.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                |     |

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| <p>Counseling Prevention &amp; Intervention 1/8 (12%)</p> <p>CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.2.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.l, ISTE-2017.6.a, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.4.d, ISTE-2017.3.a, NASDTEC-MCEE-2015.1.C, NASDTEC-MCEE-2015.2.A, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, ASCA-2019.B-PF.6, ASCA-2019.B-SS.1, ASCA-2019.B-SS.2, ASCA-2019.B-SS.3, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.4, ASCA-2019.M.7, CACREP-SC-2016.5.G.2.g, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.c</p> | <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. LOOK-FORS / EXAMPLES: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</p> | <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. LOOK-FORS / EXAMPLES: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</p> | <p>No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.</p> |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Definitely a strong suit for Lydia! She has been instrumental in Tier 2/3 emotional/behavior interventions after our school-screened students used the BESS. She has also conducted career counseling with 9th-grade students and has excellent knowledge of support within our school and within the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                           |  |

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| <p>Diversity &amp; Advocacy<br/>1/8 (12%)<br/>NASDTEC-MCEE-2015.3.A,<br/>NASDTEC-MCEE-2015.4.E,<br/>CACREP-SC-2016.5.G.2.b,<br/>CACREP-SC-2016.5.G.3.f,<br/>CACREP-SC-2016.5.G.3.d,<br/>ISTE-2017.6.d,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.2.b,<br/>ISTE-2017.4.d,<br/>NASDTEC-MCEE-2015.3.B,<br/>NASDTEC-MCEE-2015.4.A,<br/>NASDTEC-MCEE-2015.4.B,<br/>NASDTEC-MCEE-2015.4.C,<br/>NASDTEC-MCEE-2015.4.D,<br/>ISTE-2017.3.a,<br/>NASDTEC-MCEE-2015.2.C,<br/>ASCA-2019.B-PF.9,<br/>ASCA-2019.B-PF.6,<br/>ASCA-2019.M.1,<br/>ASCA-2019.M.2,<br/>CACREP-SC-2016.5.G.2.a,<br/>CACREP-SC-2016.5.G.3.k,<br/>CACREP-SC-2016.5.G.1.d,<br/>CACREP-SC-2016.5.G.2.d,<br/>CACREP-SC-2016.5.G.2.j</p> | <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND (F.4) Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students. LOOK-FORS / EXAMPLES: • Practicum student gives consideration to cultural, economic, and political issues during service delivery/program planning. • Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families</p> | <p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. OR Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> | <p>No evidence of multicultural competence in student learning and development and the ability to advocate for such services and engage stakeholders in student academic, career, and social/emotional development.</p> |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Lydia Caines is so respectful of students and listens well. A specific example that comes to mind is n counseling a particular Muslim student who places a lot of pressure on herself. Lydia has given her great strategies to use and frequently checks in on her. She is currently making friends, involved in extracurricular activities, and making straight As. Lydia recently found out that the war in Gaza was having a profound impact on this students so she reached out to teachers so that they can be mindful of this in class.</p>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                         |  |

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| <p>Assessment 1/8 (12%)</p> <p>NASDTEC-MCEE-2015.3.A, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.3.B, ASCA-2019.B-PA.1, ASCA-2019.B-PA.2, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, ASCA-2019.B-PA.6, ASCA-2019.B-PA.7, ASCA-2019.B-PA.8, ASCA-2019.B-PA.9, CACREP-SC-2016.5.G.2.j, CACREP-SC-2016.5.G.3.n</p> | <p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and social/emotional development. LOOK-FORS / EXAMPLES • Practicum student initiates discussions for access to data for identifying programming and student needs. • Practicum student is intentional in identifying potential barriers to student development. • Practicum student looks to the ASCA National Model for assessment guidance.</p> | <p>Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages, values, backgrounds, and abilities. OR Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. OR Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p> | <p>No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.</p> |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lydia has gained knowledge in this area through this semester. She is familiar with our data system and has utilized various forms of assessment in determining needs of students (needs assessment, attendance, behavior, grades, BESS screening data, Career Interest inventory data, etc . . . )</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                        |  |
| <p>Research &amp; Evaluation 1/8 (12%)</p> <p>CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, NASDTEC-MCEE-2015.5.B, NASDTEC-MCEE-2015.5.D, ASCA-2019.B-SS.1, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, CACREP-SC-2016.5.G.3.a, CACREP-SC-2016.5.G.3.n</p>                                                                                                                 | <p>(J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school counseling programming and student learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Seeks relevant research findings to inform the practice of school counseling. OR Researches data sources to enhance school counseling programs.</p>                                                                                                                                                                                                                                                                                                                                                                            | <p>No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>                                                                  |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lydia has demonstrated this through her small group. Her students completed pre-and post-assessments as well as weekly scales. Lydia uses the data and information to adjust instructional/counseling practices in order to met the needs of her students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                        |  |

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| <p>Academic Development<br/>1/8 (12%)<br/>CACREP-SC-2016.5.G.3.c,<br/>CACREP-SC-2016.5.G.3.e,<br/>CACREP-SC-2016.5.G.3.d,<br/>CACREP-SC-2016.5.G.3.b,<br/>ISTE-2017.5.a,<br/>ISTE-2017.5.c,<br/>ISTE-2017.5.b,<br/>CACREP-SC-2016.5.G.1.b,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.e,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.1.c,<br/>ISTE-2017.3.a,<br/>NASDTEC-MCEE-2015.2.B,<br/>NASDTEC-MCEE-2015.2.C,<br/>ISTE-2017.3.b,<br/>ASCA-2019.M.1,<br/>ASCA-2019.M.2,<br/>ASCA-2019.M.4,<br/>ASCA-2019.M.7,<br/>ASCA-2019.B-PA.3,<br/>ASCA-2019.B-PA.4,<br/>ASCA-2019.M.3,<br/>CACREP-SC-2016.5.G.3.g,<br/>CACREP-SC-2016.5.G.3.h,<br/>CACREP-SC-2016.5.G.3.i,<br/>CACREP-SC-2016.5.G.3.j,<br/>CACREP-SC-2016.5.G.3.k,<br/>CACREP-SC-2016.5.G.1.c,<br/>CACREP-SC-2016.5.G.2.c</p> | <p>(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: • Practicum student initiates discussions about cross-walking strategies that enhance academic achievement. • Practicum student is intentional in identifying achievement gaps and populations. • Practicum student considers differentiated instructional strategies during program planning.</p> | <p>Is planning programs designed to enhance student academic development. OR Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities. OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p> | <p>No evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.</p> |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Lydia provided tier 3 Academic interventions to 9th-grade students who had failed 1 or more classes 1st 6 weeks. She provided strategies of what to do in the classroom, made sure that they could access email and student portal, provided information about ESS, and most importantly, encouraged students to continue working toward improvement, even when the content may be difficult.</p>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                              |  |

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| <p>Collaboration &amp; Consultation 1/8 (12%)</p> <p>CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.c, ISTE-2017.4.a, ISTE-2017.4.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.4.d, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, ISTE-2017.4.c, ASCA-2019.B-PA.1, ASCA-2019.B-PA.5, ASCA-2019.B-PA.8, ASCA-2019.B-SS.4, ASCA-2019.B-SS.5, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d</p> | <p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: • Practicum student intentionally includes others within and outside of the school community for program planning and implementation. • Practicum student seeks out supervision and consultation. • Practicum student asks about accessing existing peer programming.</p> | <p>Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (observation only.) OR Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.) OR Observes the site supervisor use referral procedures with helping agents in the community (observation only.)</p> | <p>No evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p> |  |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Lydia not only works closely with our teachers and counselors, but she also works closely with our Mental Health practitioner. She intentionally researches area services and seeks advise of various school staff. She is very responsible and so easy to work with. I would personally love for Lydia to be a member of Eastern's Mental Health team!!!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                |  |

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| <p>Leadership<br/>1/8 (12%)<br/>NASDTEC-MCEE-2015.4.E,<br/>CACREP-SC-2016.5.G.2.b,<br/>CACREP-SC-2016.5.G.3.b,<br/>CACREP-SC-2016.5.G.3.l,<br/>ISTE-2017.2.a,<br/>ISTE-2017.2.c,<br/>CACREP-SC-2016.5.G.1.b,<br/>CACREP-SC-2016.5.G.2.f,<br/>CAEP-2016 (rev).A.1.1.a,<br/>CAEP-2016 (rev).A.1.1.c,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.e,<br/>CAEP-2016 (rev).A.1.1.b,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.2.b,<br/>NASDTEC-MCEE-2015.4.A,<br/>NASDTEC-MCEE-2015.4.B,<br/>NASDTEC-MCEE-2015.4.C,<br/>NASDTEC-MCEE-2015.4.D,<br/>NASDTEC-MCEE-2015.1.C,<br/>ASCA-2019.B-PF.2,<br/>ASCA-2019.B-SS.6,<br/>ASCA-2019.M.5,<br/>ASCA-2019.M.6,<br/>ASCA-2019.B-PF.7,<br/>CACREP-SC-2016.5.G.2.a,<br/>CACREP-SC-2016.5.G.3.h,<br/>CACREP-SC-2016.5.G.1.d,<br/>CACREP-SC-2016.5.G.2.d,<br/>CACREP-SC-2016.5.G.2.j,<br/>CACREP-SC-2016.5.G.3.a</p> | <p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: • Practicum student considers and inquires about Recognized ASCA Model Program (RAMP). • Practicum student explores avenues for presenting educational program to teachers/parents. • Practicum student inquires about needs assessments for parent/teacher education.</p> | <p>Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program. OR Plans school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). Practicum student has not presented at this time.</p> | <p>No evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p> |  |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Lydia is not afraid or hesitant to jump in when needed! Her strength is the relationships that she develops with students, families, and staff but she most certainly understands what it takes to create and lead a Comprehensive School counseling program. She frequently participates in our Collaborative Team meetings and provides vital ideas/feedback to various programs and initiatives.</p>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                              |  |
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